

# Education

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## Essays by Donald N. Anderson

[Let's fund some school for all children](#)

Length

113 kb

Updated

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Dr. Anderson outlines a proposal to provide state funding for only crucial parts of a student's education. This funding would be directed to the school of the parent's choice be it government, private, charter or home school. The state funding would be contingent on satisfactory performance on state tests in the areas for which the state provides funding. This 9 page paper provides the background (and footnotes) to examine the proposed change in the way schools are funded.

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[Long Version \(with synopses\)](#)

[Short Version \(list only\)](#)

For selected full reviews, click on linked publishing date below.

## Books:

Author	Title	Published
1 Brimlow, Peter	<a href="#">The Worm in the Apple, How Teachers Unions are Destroying American Education</a> <p data-bbox="516 1125 1138 1423">As one reviewer states "Teachers should withdraw their support of unions until the unions can shift their priorities to actually caring about the students." and "Every American with a child in public school should read this book." Having been a public schoolteacher and NEA member in the 1960s this book hits home. Mr. Brimlow is correct that the NEA is not a positive force in American education, but I do not believe it is the only source of declining quality. The bureaucracies have been built. Killing the NEA will not clean them out.</p>	2003
2 Gatto, John Taylor	<a href="#">Dumbing Us Down: The Hidden History of Compulsory Schooling</a> <p data-bbox="516 1520 1149 1818">Gatto describes schooling, as opposed to learning, as a "twelve-year jail sentence where bad habits are the only curriculum truly learned. I teach school and win awards doing it," taunts the author. Also "Well-schooled people are irrelevant. They can sell film and razor blades, push paper and talk on telephones, or sit mindlessly before a flickering computer terminal, but as human being they are useless." Gatto makes the point many of us have articulated that being well-schooled does not mean being well-educated. An introduction to Gatto's thought. 144 pages.</p>	2005
3 Gatto, John Taylor	<a href="#">The Underground History of American Education</a>	2001

Gatto taught school in New York City for 30 years and won "teacher of the year" awards for both the City and the State of New York. He reviews the history of American education to show that some of the deepest rooted problems are not recent or unplanned, but are deeply philosophical ideas that were fashioned over a century ago. Briefly, these educational philosopher's intent was to use mass schooling to prevent the intellectual development of most people and make them useful cogs in an industrial society. They did not foresee the dangerous side effects of this stunted development. I think this is Gatto's best book although the lack of editing makes a bit awkward to read. 412 pages.

4 Gatto, John Taylor

[Weapons of Mass Instruction: A Schoolteacher's Journey through the Dark World](#)

[2009](#)

Gatto has done us all a huge service by providing a history of educational thought in America and identified its roots and personalities. You would be correct if you thought my education school classes failed to mention this part of history. After reading his earlier books, I went back and read more thoroughly the musings of John Dewey and others. It was a revelation and something I felt was not compatible with the American ideals of freedom. The "dumbing down" process was evident to me even in the 1940s although at that time it was just getting well started. I shudder to think of the many fellow citizens who have been unable to break free and perform their own critical evaluations. 192 pages.

5 Zoch, Paul A.

[Doomed to Fail: The built-in Defects of American Education](#)

[2005](#)

Paul Zoch has done a great job of tying together the ideas in educational philosophy that have led to the tragic decline of American public education. His story of the psychologists, and pedagogs who enthusiastically promoted their ideas, shows how the schools have been transformed for the worse. His history correctly takes up most of the book since it is important to understand the blend of diverse ideas that taken together have moved our public schools away from academic prowess. His emphasis on the primacy of intense student work on their education is refreshing. Teachers cannot drill a hole in each students skull and pour in an education. Some home-schoolers have demonstrated, in fact, that a subject outline, some books, and intense questioning can produce superior students with minimal actual "instruction." 202 pages.

• Revised 22 December 2009